

Sue's Back

Amazing find in North Dakota

When T-Rex was first born

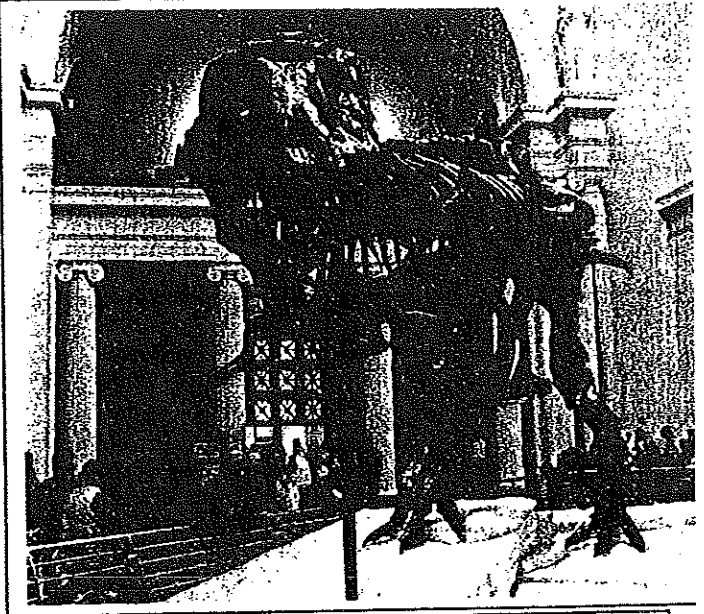
One million years ago was when hundred and forty-four Tyrannosaurus Rex first started roaming the Earth. The T-Rex was in a time called cretaceous (cre-taceous) time period. T-Rex was called the "lizard king". Sue, the most complete T-Rex was alive 144 million years ago in a damp and hot climate all year long. There were no winter; it was like Georgia or a South Carolina today.

When Sue Was First Found

Sue the T-Rex was found in 1990, Sue was found and named by Susan Hendrickson in south Dakota. Her team's truck got a flat tire, Everyone went back except Susan Hendrickson. Susan was walking around when she saw a thick fog on a hot South Dakota summer day. She followed the fog until she saw a cliff and saw something sticking out there on the ground she saw some dark brown pieces of bone s. She climbed up and saw that the bones were big. She found out that it was tyrannosaurus rex bones!

How Big Was Sue?

Sue was humongous she was 42ft. (12.8 meters) tall. Sue was the sizes of 6 Yao Ming's. Sue's skull weighed 600 pounds. Sue's skull weighed as much as a car. Her skull was as tall as five feet (1.5meters) long. That's as tall as an average eleven year old. One toe claw was seven inches eighteen centimeters tall.



Here's Sue in the Field museum

How Much Was Sue Worth?

They put Sue up for an auction. The field museum was worried that rich private collectors were definitely going to buy Sue. So the field museum asked companies to help them buy Sue. With the help of the McDonald's cooperation and Disney world resort they bid over 8 million dollars that's a lot of money for bones! Sue was put on display so everyone who loves dinosaurs can see her.

The next time you're in a desert keep your eyes peeled for dinosaurs bones, because you might end up finding some.

"Thought-out the county people have been watching the developments involving our acquisitions and preparation of the biggest and the most complete T-rex ever discovered" said Laura D. Gates, Vice president of the museum affairs for the field museum.

Should Marine Mammals Be in Captivity?

Marine mammals should NOT be held in captivity. Marine mammals are a part of nature and should not be bought, sold or thrown in an aquarium. They have the right to be kept in their natural environment.

Captivity causes many health problems in marine mammals. Many tanks have water full of chemicals and bacteria; this results in blindness and many skin problems in dolphins and other marine mammals. Marine mammals in captivity die from pneumonia, ulcers and other stress-related diseases. Most of these helpless creatures suffer from boredom. Dolphins in the wild can swim up to 40–100 miles per day but in pools they go around swimming in repetitive patterns. Due to boredom and limited space many dolphins abuse themselves; they often bang their heads against tank and aquarium walls. Some of these poor innocent creatures face abusive treatment by their caretakers, thus shortening their life span. In fact Keiko, the killer whale, the star of *Free Willy*, was a victim of this type of abuse. It was known to be said that he was 1,000 pounds underweight and developed a wart-like disease. His teeth were ground down from chewing the sides of the pool due to boredom and he had a problem with his dorsal fin. Marine mammals breed very poorly in captivity with very high infant death rates. For this reason, when a baby dolphin is born into captivity its birth is usually kept a secret from its mother until it shows signs of survival. Marine mammals do breed in captivity, but the birth rate in captivity is not as successful as in the wild.

Some people believe that captivity increases the life span of certain animals, but the truth is if these creatures are so happy in captivity, why do they die so fast? Captivity shortens animal life spans, not increases them. Wild dolphins can live 40 years in the wild and orcas can live 90 years, but when held in captivity they rarely survive their teens. Twenty-three out of 25 orcas have died in captivity. Some people think that holding animals in captivity helps with study and research. But the truth is scientists prefer to learn about animals in their natural environment so they get firsthand knowledge.

In conclusion, marine mammals should definitely not be held in captivity. Ghandi said it best when he mentioned, "The greatness of a nation and its moral process can be measured by the way its animals are treated." In a world where much of nature and the wild has already been lost to us, it is up to us to let these beautiful marine mammals free.

What People Have to Deal With in Order to Survive

Holes, by Louis Sachar, is about a common kid named Stanley who is found guilty for a crime he did not commit. His bad luck lands him in a very strange camp in a Texas desert called Camp Green Lake. As punishment, the boys must each dig a hole a day, five feet deep, five feet across, in the hard earth of the dried-up lakebed. The warden claims that this worthless work "builds character." Throughout the story, almost every character has to deal with something in order to survive.

First of all, everyone at Camp Green Lake had to deal with digging holes. By doing this, these kids are not getting their eighth amendment right, which states, "nor cruel and unusual punishment inflicted." Digging a five-foot hole in the stiff, dry, dehydrated dirt, in the hot blazing sun, is cruel and unusual. Also, everyone at Camp Green Lake had to deal with Stanley finding the pen cap with the initials K.B. on it. This is because the warden got excited and made everybody do double the work. As you can clearly see, mostly everyone at Camp Green Lake had to deal with many challenges including digging holes.

On top of all this, Stanley and Zero had to deal with many things together. Stanley promised Zero reading and writing lessons in exchange for Zero digging part of Stanley's hole so that Stanley would have enough energy to teach. When the Warden finds this out, Zero gets very upset because she says that there are to be no more reading lessons from now on!

Another thing everyone had to deal with was the yellow spotted lizards. Everyone had to deal with the idea of getting bitten by one of them. This is because yellow spotted lizards need to protect themselves from the sun's powerful rays in the middle of the desert so they hide in the holes. And in Camp Green Lake there are a lot of holes. It also states in the text, "but you don't want to be bitten by a yellow spotted lizard, that's the worst thing that can happen to you. You will die a slow and painful death." Stanley and Zero had almost died because of these yellow spotted lizards. This is because Stanley found something in the dirt and tried to dig it out. But instead, they found about a dozen yellow spotted lizards that started to crawl on them both. But since the sun was rising they eventually got off.

Overall, in Louis Sachar's *Holes*, the characters needed to deal with a lot of different things including digging holes and dealing with yellow spotted lizards.

Children should listen to their parents when they give them advice. Sometimes I get frustrated with my parents when they tell me what to do. When I learned how to ride a bike, I got annoyed with my parents because they kept giving me advice. I learned, however, that they knew the best way to do it to keep me from getting hurt.

On my sixth birthday, my parents bought me a beautiful, shiny, new bike. When I saw it, I was so excited! I couldn't wait to learn how to ride it. My dad told me we would go to the park and he would teach me how to ride. As we walked to the park, I got really nervous. My palms were sweating and my heart was pounding.

At the park, my dad told me to watch him as he rode the bike. It looked so easy! The first couple times I got on the bike, I almost fell, but my dad kept his hand on the back of the seat to help me keep my balance. I was wobbly at first, but as I kept practicing, it got easier. One thing I didn't like though was using the brakes to stop. It made me really nervous, so when I got going too fast, I would just jump off. Although I thought this worked quite well, my dad told me that I would hurt myself stopping the bike that way. I argued with him, and told him that I liked doing it that way and I wouldn't hurt myself. I continued to practice at the park with my dad and I got really good at riding and stopping (by jumping off of course)!

A few weeks later, I rode my bike to my friend's house by myself. We spent the afternoon playing and I lost track of time. When I looked at my watch, I realized that I was going to be late for dinner. I yelled, "Bye!", jumped on my bike and hurried home. I peddled faster and faster as I headed towards my house. The other houses were whizzing by me. I was going so fast, that I noticed I had missed my house. Without slowing down, I jumped off my bike (of course, I didn't use the brakes). What a mistake! My knees hit the ground. My bike slipped through my fingers and kept going, skidding to a stop ahead of me. I got up after a minute and looked down. My legs were scratched and cut, and I was in a lot of pain. I stumbled over to my shiny, new bike and picked it up off the ground. It didn't look so shiny and new anymore. I started sobbing. My parents heard me and came outside to help me inside the house to get cleaned up. "I should've used the brakes", I cried.

On that day, my parents never said "I told you so!", although they must have been thinking it. I learned that listening to their advice will keep me safe. Although it was difficult to learn that they know a lot more than me, I know now that the advice they give me is to keep me safe and happy. I only wish I learned to listen to them sooner!

Stage of Writing Process	Purpose of Stage	Struggles for the Teacher	Struggles for the Students
Immersion			
Gathering			
Selecting/Developing			
Drafting			
Revision			
Editing			
Publishing			

Our Writing Process

Gathering

- collect entries in our Writers Notebook



Developing

- add-on to or re-work existing entries in our Writers Notebooks



Selecting

- re-read our entries to choose our “seed idea”



Drafting

- write our first draft on yellow paper



Revising

- make changes to our first draft to improve it



Editing

- self and partner check our drafts for correct spelling, punctuation, and capitalization



Publishing

- Write our final copy
- Add our final copy and an illustration to our books
- Reflect upon our own writing and share our work with others